DOCUMENT RESUME

ED 174 749 CE 017 960

AUTHOR Martin, Betty B.; Quilling, Joan
TITLE Missouri Vocational Home Economics Teachers Perceived Use of Instructional Materials.
INSTITUTION Missouri Univ., Columbia.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE 30 Jun 78
NOTE 43p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Development; *Home Economics Education; *Instructional Materials; *Perception; Personnel Data; Secondary Education; Teaching Experience; Teaching Skills; *Use Studies; *Vocational Education Teachers
IDENTIFIERS *Missouri

ABSTRACT

A study was conducted to assess Missouri vocational home economics teachers' perceived use of instructional materials. A survey form, consisting of three sections (personal data, curriculum experience, and curriculum competencies), was sent to the total population of consumer homemaking and occupational home economics teachers in secondary schools in Missouri. Findings from the study include some of the following: many of the respondents had been teaching less than five years; a large number was employed in a school system of more than 900 pupils; more than one-fourth of the respondents reported no awareness of the Midwest Curriculum Consortium; almost half reported attending conferences and/or workshops during a two-year period; kits, visual aids, and curriculum guides were viewed as the major type of curriculum materials preferred to have available; respondents felt they were competent in stating student performance objectives and identifying unit concepts; and respondents felt they possessed the ability to adapt and prepare materials for the local setting. (JH)

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DEVELOPMENTAL RESEARCH IN VOCATIONAL EDUCATION

OCT 1 9 1979

Project Title: Missouri Vocational Home Economics Teachers Perceived Use of Instructional Materials

Principle Investigators:

Dr. Betty B. Martin
Assistant Professor and Coordinator
Home Economics Education
309 Gwynn Hall
University of Missouri-Columbia
Columbia, Missouri 65211
Phone: 314-882-8218

Dr. Joan Quilling
Assistant Professor
Home Economics Education
318 Gwynn Hall
University of Missouri-Columbia
Columbia, Missouri 65211
Phone: 314-882-8218

University of Missouri-Columbia

Columbia, Missouri

June 30, 1978

Missouri Department of Elementary and Secondary Education

Research Coordinating Unit

Jefferson City, Missouri 65101

CE 017960

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SECTION I

Introduction

In 1969, the Instructional Materials Laboratory was established on the University of Missouri-Columbia campus. The laboratory received support through the Missouri Department of Elementary and Secondary Education and the Department of Practical Arts and Vocational-Technical Education within the College of Education, University of Missouri-Columbia. At that time, each of the five service areas in the Department of Practical Arts and Vocational-Technical Education initiated the development of instructional materials for use by vocational classroom teachers.

Home economics was one of the service areas in the Department which assumed responsibility for materials development. During the time-period from 1969 to the present, several changes in the strategies used to prepare materials for vocational home economics teachers have occurred. In order to determine the extent that vocational home economics teachers needs for curriculum materials are being met, a study was initiated to assess the use of materials currently available through the Laboratory. The study reported herin is based on the data gathered to assess Missouri vocational home economics teachers perceived use of instructional materials.

Statement of the problem. With the passage of the 1968 vocational education legislation, monies were allocated in some states to establish instructional materials laboratories. These laboratories served to link a state's plan for vocational education programming with materials designed to assist educators in carrying out the plan. Such a laboratory was established on the University of Missouri-Columbia campus in 1969. Home Economics Education, one of the five service areas within the Department of Practical Arts and Vocational-Technical Education, became involved in facilitating the production and dissemination of vocational home economics related materials at that time. During the time-period between 1969 and 1978, a number of changes relative to the development of materials took place.

In the past curriculum materials were prepared by graduate research assistants under the direction of University of Missouri-Columbia Home Economics Education service area personnel along with input from selected Missouri vocational home economics teachers and Department of Elementary and Secondary Education personnel. However in 1974, a new plan for generating instructional materials was devised.

Under the direction of the home economics sector of the Department of Elementary and Secondary Education, seven satellite committees were established throughout the state of Missouri. These committees were made up of practicing vocational home economics teachers. Results of satellite committee discussions concerning curriculum materials needed by professionals were conveyed to an instructional materials steering committee. The steering committee consisted of satellite committee chairones, teacher educators and Department of Elementary and Secondary Home Economics Education staff.

Based on this committee's recommendations along with additional imput from the state and UMC staff, workshops were generated during the University's summer program. These workshops were directed toward developing the materials recommended by the Steering Committee and involved selected teachers from throughout the state of Missouri. Two such workshops were implemented--one during the summer of 1976 and one during the summer of 1977.

With the initiation of the strategies identified above, the generation of vocational home economics curricular materials increased markedly. Therefore, the time was at hand to begin a periodic assessment of the materials available through the UMC Instructional Materials Laboratory. During the winter semester, 1978, a study was designed and carried out to assess Missouri vocational home economics teachers's use of available vocational home economics instructional materials.

Purpose of the study. A considerable number of curriculum materials are being generated through the efforts of the Home Economics Education section of the Department of Elementary and Secondary Education and the UMC Home Economics Education service area. However, no assessment had been made to determine the degree of use of these materials. Therefore, a proposal was designed and submitted to the Research Coordinating Unit of the Department of Elementary and Secondary Education to secure funding to carry out such a study.

Upon receipt of funding, strategies were initiated for assessing Missouri vocational home economics teachers perceived use of the materials available through the Instructional Materials Laboratory.

Definition of terms. In order to facilitate the interpretation of the information included in the study, key terms used throughout the study are defined below:

-- Instructional Materials Laboratory

The Instructional Materials Laboratory is a non-profit organization that produces and sells instructional materials and teaching aids. These materials are sold at a price which covers the cost of reproduction and distribution. The materials, based on teacher needs, are developed with funds supplied by the College of Education, University of Missouri-Columbia and the Division of Carreer and Adult Education, State Department of Elementary and Secondary Education.

-- Department of Elementary and Secondary Education (DESE)

The Department is concerned with the fundamental rights of each individual having equal access to educational opportunities. All persons receiving benefit from the Missouri educational system should have the opportunity to develop intellectually, physically, socially, and vocationally commensurate with their developmental ability. (1.7)

-- Satellite Committee

Small groups of vocational home economics teachers located in seven designated areas of the state of Missouri. Each group is chaired by a

local vocational home economics teacher who brings the group's recommendations for curriculum materials to the State Steering Committee.

-- Home Economics Instructional Materials Steering Committee

The groups of home economics educators (teacher educators, consumer and occupational home economics teachers and state staff) assembled yearly to set curriculum development priorities in vocational home economics for the coming year.

-- Curriculum Materials

Those adopted or developed publications recommended by the Home Economics Instructional Materials Steering Committee for the vocational home economics teachers use in Missouri secondary, post-secondary and adult programs. These recommended materials are disseminated through the UMC Instructional Materials Laboratory.

-- Vocational Consumer Home Economics

Vocational consumer home economics is concerned with improvement of the family and its environment. (2:100)

Consumer and homemaking educational programs may be conducted at the secondary, post-secondary and adult levels, and approved programs will include instructional services, activities and programs in six subject matter areas. (1:376)

-- Occupational Home Economics Education

Includes "career emphasis and training for gainful employment in jobs with matrices in" six subject matter areas comprising the body of knowledge called home economics. (1:114)

-- Division of Career and Adult Education

"...the Division of Career and Adult Education is specifically charged with the responsibilities of carrying out programs, services, and activities relating to" the State Plan.

"The Division of Career and Adult Education is organized in two branches--Vocational and Adult. The Vocational branch has 11 sections." Six of the sections "are concerned with organizing, developing, supervising, and evaluating vocational programs at the secondary, post-secondary and adult levels of instruction...." Five sections provide supportive services to program operations...." "The 11 sections report to a Coordinator of Vocational Education, who, in turn, is responsible to the Assistant Commissioner." (2:7)

SECTION II

Background Information

Curriculum is a general term which has numerous interpretations and consists of varied and complex components. Typically the concept generates such items as curriculum guides, unit and lesson plans, visual aids and teaching methodology in the minds of educators who must function with the concept daily.

Within the context of this study, the interpretation of the concept will be narrowed and confined within the specific structure for devising curricula as established by the Department of Elementary and Secondary Education, Home Economics Education section.

The University of Missouri-Columbia Department of Practical Arts and Vocational-Technical Education and its staff in cooperation with the Department of Elementary and Secondary Education share a commitment to produce quality instructional materials in five vocational education areas. These materials are generated to serve the expressed needs of Missouri vocational secondary, post-secondary and adult education practitioners.

Curriculum can arise from the efforts of many groups. Some of these include advisory committees, specialized professional educator's groups, local school district curriculum committees and so forth. As a result of the numerous diverse groups producing curriculum materials, a veritable potpourri of curricula are available throughout the state and nation. In part, this condition can be beneficial. Educators can pick and choose those materials which best fit the needs of the community, school and students. On the opposite side, however, lack of a clear direction can occur and essential educational outcomes can become lost in the diversity.

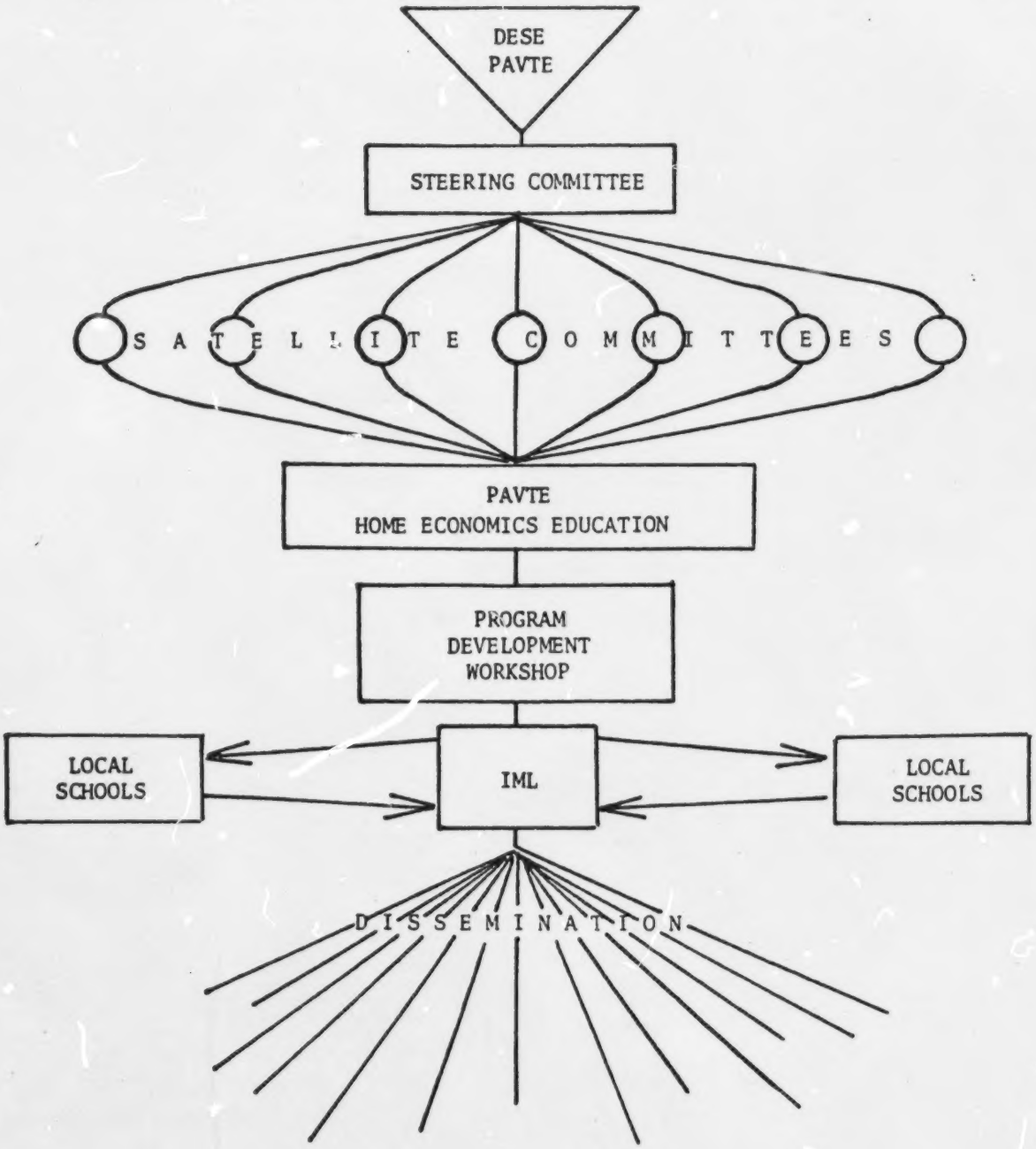
According to Vallance, curriculum may be the only real constant across many settings. (4:16) Once certain unified directions have been identified for home economics by congress and the profession, it is then up to the states to facilitate the carrying out of these recommendations. Recommendations are clarified through the State Plan for Vocational Education which is overseen by the Missouri Advisory Council on Vocational Education.

Curriculum materials reflect the state's commitment to certain designated goals for Missouri vocational education programs. The UMC Instructional Materials Laboratory was organized to facilitate the dissemination of materials throughout the state. A home economics instructional materials specialist on the UMC campus was appointed to supervise the development and production of home economics instructional materials.

To facilitate the coordination of curriculum materials development, the DESE in 1974 established a system for obtaining the expressed needs for curriculum materials from local vocational home economics teachers. The home economics curriculum materials Steering Committee became responsible for assisting in synthesizing the recommendations of local educators.

At present, the system devised in 1974 continues to function and determine the priority areas for curriculum development in the state of Missouri. A model clarifying the components of Missouri's system for developing home economics curriculum materials follows.

HOME ECONOMICS EDUCATION INSTRUCTIONAL MATERIALS DEVELOPMENT SYSTEM



The components of the system interact on a regularized basis to analyze, assess and recommend the directions to be taken in home economics curriculum development. The recommendations that are devised by the IML Steering

Committee are reveiwed and refined by home economics education personnel in the Department of Elementary and Secondary Education and UMC's PAVTE Department. Out of this process, a yearly program of work is developed which guides the directions taken in curriculum development for the coming year. Since resources for such a plan are limited, and budgets must be prepared almost a year in advance in order to be operational from the end of one fiscal year to another, additional strategies have been incorporated into the system to project curriculum needs beyond a one-year time-period. As of 1978, a two-year projected program of work was initiated. Such a strategy will assist in obtaining needed resources for curriculum development well in advance of the specified target dates for materials production.

Unruh pointed out that curriculum development processes need to incorporate the following elements:

a) the process itself must have a built-in communications network
b) the system must be manageable
c) the needs of diverse constituencies must be identified
d) a network for developing educational cooperation must be established
e) the system must be able to respond and adjust to emerging needs (3:583)

The present system for curriculum development appears to possess these qualities. Changes in society and education over time will, however, put the system to the test!

As a result of these efforts, a uniform strategy for curriculum development is currently in effect for the state of Missouri. Since the system, for the most part, had been in operation since 1974, the time to evaluate the results of these efforts was at hand. Therefore, a proposal to carry out a study to assess the vocational home economics teachers perceived use of instructional materials was submitted to the Department of Elementary and Secondary Education. Upon receiving funding for the proposed study, the study was implemented. The data presented herein reflects the results of that study.

SECTION III

Research Design

Instrumentation. The principle focus of the study was to assess Missouri vocational home economics teachers' perceived use of instructional materials. A survey form was designed to obtain information pertinent to this focus. The developed form consisted of three sections; these were: Section I: personal data, Section II: curriculum experiences and Section III: curriculum competencies.

The instrumentation was reviewed by UMC Home Economics Education and DESE Home Economics Education staff prior to pilot testing the instrument. After the initial review, the instrument was disseminated to selected vocational home economics teachers and UMC graduate students. These individuals were asked to provide input concerning the readability, organization, content and time needed to complete the instrument.

Based on the input from the pilot test, the statistician working with the study assisted in further refining the instrument to increase its clarity and useability for computer coding purposes.

Upon the completion of the refinements suggested by the pilot test group and the statistician, the instrument was produced and disseminated to the target population. A copy of the instrument appears in Appendix A.

Population. The UMC Instructional Materials Laboratory (IML) was established to provide for the curriculum needs of vocational educators in the state of Missouri. Because the laboratory serves all vocational home economics teachers in the state, the total population of consumer homemaking and occupational home economics teachers in secondary schools in the state of Missouri was used for this study.

Statement of hypotheses. The following null hypotheses were used in this study:

1. There is no significant relationship between the respondents location and the curriculum competencies they possess
2. There is no significant relationship between the respondents number of years of teaching experience and the curriculum competencies they possess
3. There is no significant relationship between the size of the school district and selected curricular priorities
4. There is no significant relationship between educational background and curriculum experiences
5. There is no significant relationship between educational responsibilities and curriculum priorities

Research procedures. Background data were summarized and analyzed in terms of cumulative frequencies and percentages. Additional analysis was carried out using the chi-square statistic to determine the relationship between the respondents personal and demographic data and their degree of experience, curriculum priorities, and curriculum competencies.

Cumulative frequencies and percentages were summarized for the range of curriculum materials purchased by the respondents from the UMC Instructional Materials Laboratory. In addition, degree of use and contribution of the materials was also determined.

Scope and limitations. The study entitled "Missouri Vocational Home Economics Teachers Perceived Use of Instructional Materials" was initiated, January, 1978 and concluded June 30, 1978. Essentially the study was directed toward determining the characteristics of Missouri vocational home economics teachers as they relate to their degree of experience, their curriuclum priorities and their curriculum competencies.

Also, the study was designed to assess the extent to which home economics instructional materials have been purchased and used by practicing vocational home economics teachers. Data were collected related to the said concerns via an instrument which was disseminated to seven hundred forty-eight Missouri vocational home economics teachers.

The limitations to which the study was subject follow:

1. The mailing list used for disseminating the instruments to the respondents may have been subject to inaccuracies
2. The receipt of instruments by respondents was subject to delays due to the use of the United States Mail
3. No follow-up of respondents could be conducted due to financial restrictions
4. The instrument was lengthy and may have inhibited some respondents from participating
5. The data were subject to inaccuracies due to the inaccurate responses of respondents to the instrument
6. The response return was limited, therefore the characteristics of a large number of nonrespondents remains unknown

SECTION IV

Date Analysis and Results

The following section provides a summary of the information obtained from the instrument disseminated to and returned by Missouri vocational home economics teachers. The data are grouped into sections related to the instrument used in the study. The specific frequencies and percentages for each response appear in Appendix B.

I. Personal Data

1. Position title

   -- 89.9% of respondents were classified as home economics instructors
   -- 26.2% of the respondents were classified as department chairpersons

2. Employment location

   -- 24.4% of the returns received came from the southeast section of the state
   -- 8.2% of the returns received were from the northeast section of the state
   -- Returns from the remaining sections of the state were less than those received from the Southeast section and more than those received from the Northeast section

3. Numbers of years of teaching experience

   -- 38.4% of the respondents had taught from one to five years
   -- 24.1% of the respondents had taught from six to ten years
   -- 15.8% of the respondents had taught from eleven to fifteen years

4. Size of school district

   -- 40.2% of the respondents taught in school districts larger than 900 pupils
   -- 18.3% taught in school districts of 100 to 300 pupils

5. Ethnic origin

   -- 89.9% of the respondents were white (not Hispanic)
   -- 3.2% of the respondents were black (not Hispanic)

6. Educational background

   -- 64.3% of the respondents held the bachelor of science degree
   -- 20.8% held the M.Ed. of M.S. degree
   -- 10.0% had educational work beyond the M.Ed. or M.S. degree

7. Educational levels with which you spend time

   -- 50.0% of the respondents were involved in consumer homemaking grades 7-9
   -- 83.8% of the respondents were involved in consumer home economics grades 10-12

8. Vocational/technical area for which responsible

-- 5.3% of the respondents were involved in food management, production and service
-- 3.5% of the respondents were involved in clothing, management, production and service
-- 3.5% of the respondents were involved in care and guidance of children and elderly and supporting services

9. Ethnic origin of students

-- 46.2% of the schools in which the respondents worked were reported as 100% white
-- 4.1% of the schools in which the respondents worked were reported as 100% black
-- 32.4% of the schools in which the respondents worked were reported as zero to ten percent black
-- 44.9% of the schools in which the respondents worked were reported as zero to ten percent Asian or Pacific Islands

II. Curriculum Experiences

10. Curriculum awareness

-- 42.0% of the respondents reported no awareness of the Midwest Curriculum Consortium
-- 25.5% of the respondents reported moderate awareness of the Home Economics Instructional Materials Steering Committee
-- 23.0% of the respondents reported moderate awareness of Home Economics Satellite Committees
-- 27.6% of the respondents reported moderate awareness of home economics curriculum development workshops--UMC
-- 28.4% of the respondents reported limited awareness of home economics field testing procedures

11. Curriculum experiences

-- 43.1% of the respondents reported attending conferences between January 1975 and December 1977
-- 44.2% of the respondents reported attending workshops between January 1975 and December 1977
-- 27.3% of the respondents reported participating in curriculum course work between January 1975 and December 1977

Of those reporting in the three groups given above, 48.2% had attended 8 conferences; 48.2% had attended 10 workshops and 28.4% had attended 6 curriculum courses between January 1975 and December 1977

III. Curriculum Priorities

12. Consumer homemaking

-- 68.7% of the respondents felt that family living, child development and parenting education was one of the three major priorities in consumer homemaking
-- 52.1% of the respondents felt that home management and consumer education was one of the three major priorities in consumer homemaking
-- 48.5% of the respondents felt that food and nutrition was one of the three major priorities in consumer homemaking

13. Occupational home economics

-- 40.2% of the respondents felt that care and guidance of the elderly and supporting family service areas was one of the three major priorities in occupational home economics
-- 35.2% of the respondents felt that food management, production and services was one of the three major priorities in occupational home economics
-- 28.0% of the respondents felt that clothing management, production and services was one of the three major priorities in occupational home economics

14. Curriculum materials

-- 79.1% of the respondents felt that kits (games, simulations) were one of the three major priorities in curriculum materials
-- 75.8% of the respondents felt that visual aids were one of the three major priorities in curriculum materials
-- 57.1% of the respondents felt that curriculum guides were one of the three major priorities in curriculum materials

15. Curriculum assistance

-- 79.1% of the respondents felt that area workshops during the school year should be one of the three major ways to receive curriculum assistance
-- 48.2% of the respondents felt that a centralized curriculum library with assistance from home economics instructional materials resource personnel should be one of the three major ways to receive curriculum assistance
-- 44.2% of the respondents felt that summer workshops should be one of the three major ways to receive curriculum assistance

16. Curriculum use*

-- Instructional Materials Laboratory resources which were rated by respondents as receiving high use included: Clothing Assistant, Chinese Cuisine, The Flavor of France, Job Application and Interview

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*Refer to Appendix C for the listing of materials purchased from the Instructional Materials Laboratory along with the rating given to each publication.

-- Instructional Materials Laboratory resources which were rated by respondents as receiving limited use included: Man's Self Image, Textile Fiber Unit Transparencies, Home and Community Services, Child Care Aide, Foods, Corridors, Fibers and Fabrics, Fish and Seafood, Parliamentary Procedure Transparencies
-- Instructional Materials Laboratory resources which were rated by respondents as contributing extensively to the home economics program included: Housing and Home Furnishings--student materials, Chinese Cuisine, Chinese Cuisine--student materials, The Flavor of France, Equipping International, Job Application and Interview
-- Instructional Materials Laboratory resources which were rated by respondents as making a limited contribution to the home economics program included: Home and Community Services and Parliamentary Procedure for Youth Organizations

IV. Curriculum Competencies

A. Content-related abilities

-- 47.4% of the respondents indicated that they had ample ability in stating student performance objectives
-- 30.5% of the respondents indicated that they had moderate ability in stating student performance objectives
-- 46.6% of respondents felt that they had ample ability to identify unit concepts
-- 39.2% indicated that they had moderate ability to use task analysis procedures

B. Learning experience-related abilities

-- 52.5% of the respondents indicated that they had ample ability to create settings that help students exhibit learning outcomes
-- 37.6% of the respondents indicated that they had moderate ability to design experiences for a variety of students (disadvantaged, handicapped)
-- 30.5% of the respondents indicated that they had limited ability to design experiences for a variety of students (disadvantaged, handicapped)

C. Communicating about curriculum to the public

-- 36.4% of the respondents indicated that they had moderate ability for telling the community about the curriculum
-- 32.1% of the respondents indicated that they had ample ability for telling the community about the curriculum
-- 44.7% of the respondents felt they had ample ability to tell principals and counselors about the curriculum
-- 28.6% of the respondents indicated that they had extensive ability to tell principals and counselors about the curriculum
-- 38.4% of the respondents felt they had moderate ability to use community members to set curriculum priorities
-- 26.2% of the respondents felt they had limited ability to use community members to set curriculum priorities

D. Obtaining job content for the curriculum

-- 34.9% of the respondents felt they had moderate ability to prepare task inventories when developing consumer homemaking/occupational home economics curriculum
-- 25.8% of the respondents felt they had limited ability to prepare task inventories when developing consumer homemaking/occupational home economics curriculum
-- 33.3% of the respondents felt they had moderate ability to prepare performance objectives based upon task analysis
-- 24.7% of the respondents felt they had ample ability to prepare performance objectives based upon task analysis
-- 30.5% of the respondents felt they possessed moderate ability to consult with employers/homemakers concerning job content for the curriculum
-- 29.8% of the respondents felt they possessed limited ability to consult with employers/homemakers concerning job content for the curriculum

E. Selection and organization of curriculum materials

-- 51.7% of the respondents felt they possessed ample ability to adapt materials to local settings
-- 27.0% of the respondents felt they possessed extensive ability to adapt materials to local settings
-- 45.8% of the respondents felt they possessed ample ability to prepare teaching materials
-- 30.5% of the respondents felt they possessed extensive ability to prepare teaching materials
-- 39.2% of the respondents felt they had moderate ability to develop individualized instruction
-- 30.1% of the respondents felt they had ample ability to develop individualized instruction
-- 39.2% of the respondents felt they had moderate ability for using individualized instruction
-- 32.9% of the respondents felt they had ample ability to use individualized instruction

F. Evaluation of curriculum

-- 39.2% of the respondents indicated that they had ample ability to survey students to determine their characteristics
-- 32.5% of the respondents indicated that they had moderate ability to survey students to determine their characteristics
-- 34.5% of the respondents indicated that they possessed moderate ability to involve former students in evaluating curriculum
-- 24.3% of the respondents indicated that they possessed limited ability to involve former students in evaluating curriculum
-- 38.4% of the respondents indicated that they possessed moderate ability to plan for long-range curriculum revision
-- 33.3% of the respondents indicated that they possessed ample ability to plan for long-range curriculum revision

The previous section related to the frequencies and percentages pertinent to the data related to the respondents' demographic characteristics, curriculum awareness, curriculum priorities, curriculum use and curriculum competencies.

The following section relates to the specific null hypothesis applicable to the study. Each of the hypotheses included in the study along with the data which emerged as significant using the chi-square statistic and the .05 level of significance appears in the subsequent section.

H_1: There is no significant relationship between the respondents' location and the curriculum competencies they possess.

Result.--Respondents from the central section of the state indicated extensive ability to consult with employers/homemakers concerning job content for the curriculum.

H_2: There is no significant relationship between the respondents' number of years of teaching experience and the curriculum competencies they possess.

Result.--Respondents with 11 to 15 years of teaching experience felt they possessed moderate ability to use task analysis.
--Respondents with 6 to 10 years of teaching experience felt they possessed moderate ability to prepare performance objectives based upon task analysis.

H_3: There is no significant relationship between the size of the school district and selected curricular priorities.

Result.--Respondents from school districts (grades 7-12) of more than 900 pupils expressed the need for family living, child development and parenting consumer homemaking curriculum materials.
--Respondents from school districts (grades 7-12) of more than 900 pupils expressed a need for care and guidance of children and the elderly and supporting family services occupational home economics curriculum materials.
--Respondents from school districts (grades 7-12) of more than 900 pupils expressed a need for curriculum materials in the form of kits (games, simulations).
--Respondents from school districts (grases 7-12) of more than 900 pupils expressed a need for curriculum assistance through summer workshops.

H_4: There is no significant relationship between educational background and curriculum experience.

Result.--Respondents with a B.S. Degree indicated that 15% of their curriculum experiences between January 1975 and December 1977 involved curriculum course work.
--Respondents with a B.S. Degree indicated that 25% of their curriculum experiences between January 1975 and December 1977 involved workshops (credit, non-credit).

H_5: There is no significant relationship between educational responsibilities and curriculum priorities.

Result.--Respondents who spent time with grades 7-9 indicated the need for consumer homemaking materials in the area of family living, child development and parenting education (1st priority).
--Respondents who spent time with grades 7-9 indicated the need for consumer homemaking curriculum materials in the area of home management and consumer education (2nd priority).

--Respondents who spent time with grades 7-9 indicated the need for consumer homemaking materials in the area of clothing and textiles (3rd priority).

--Respondents who spent time with grades 7-9 indicated the need for occupational home economics materials in the area of care and guidance of children and the elderly and supporting family services (1st priority).
--Respondents who spent time with grades 7-9 indicated the need for occupational home economics materials in the area of food management, production and services (2nd priority).
--Respondents who spent time with grades 7-9 indicated the need for occupational materials in the area of institutional, home management and supporting services (3rd priority).

--Respondents who spent time with grades 7-9 indicated the need for curriculum materials in the form of kits (games, simulations), (1st priority).
--Respondents who spent time with grades 7-9 indicated the need for curriculum materials in the form of visual aids (2nd priority)

--Respondents who spent time with grades 7-9 indicated the need for curriculum assistance via area workshops during the school year (1st priority)
--Respondents who spent time with grades 7-9 indicated the need for curriculum assistance via late afternoon-evening in-service sessions (2nd priority).
--Respondents who spent time with grades 7-9 indicated the need for curriculum assistance via statewide teachers meetings (3rd priority).

--Respondents who spent time with grades 10-12 indicated the need for consumer homemaking materials in family living, child development and parenting education (1st priority).
--Respondents who spent time with grades 10-12 indicated the need for consumer homemaking materials in food and nutrition (2nd priority)
--Respondents who spent time with grades 10-12 indicated the need for consumer homemaking materials in home management and consumer education (3rd priority)

--Respondents who spent time with grades 10-12 indicated the need for occupational home economics materials in care and guidance of children and the elderly and supporting family services (1st priority).
--Respondents who spent time with grades 10-12 indicated the need for occupational home economics materials in the area of food management, production and services (2nd priority)
--Respondents who spent time with grades 10-12 indicated the need for occupational home economics materials in the area of clothing management, production and services (3rd priority).

--Respondents who spent time with grades 10-12 indicated the need for curriculum materials in the form of evaluation devices (1st priority).
--Respondents who spent time with grades 10-12 indicated the need for curriculum materials in the form of bibliographies (2nd priority).

--Respondents who spent time with grades 10-12 indicated the need for curriculum assistance via area workshops during the school year (1st priority).
--Respondents who spent time with grades 10-12 indicated the need for curriculum assistance via summer workshops (2nd priority).
--Respondents who spent time with grades 10-12 indicated the need for curriculum assistance via late afternoon-evening inservice sessions (3rd priority).

SECTION V

Summary, Conclusions, Recommendations

The data received from the respondents on the instrument designed to assess vocational home economics teachers perceived use of instructional materials follows. The data are categorized under the subheadings used on the instrument.

I. Personal Data

- -- Respondents were principally classified as home economics instructors with about one fourth of the group serving as department chairpersons.
- -- The largest group of respondents were from the southeast portion of the state of Missouri.
- -- Sizable groups of respondents had been involved with the profession less than five years as well as more than five years. Thus, curriculum materials need to be designed to meet the needs of new as well as seasoned professionals.
- -- A large number of respondents were employed in school systems of more than 900 pupils; therefore, curriculum materials oriented to suburban, urban living environments would be most appropriate for these respondents.
- -- The majority of respondents were white, possessed a bachelor's degree and worked with grades 9 through 12.
- -- About ten percent of the respondents had responsibility for occupational home economics programs; thus, materials designed to support consumer homemaking versus occupational home economics would be in greater demand from the instructional materials laboratory.
- -- Almost half of the respondents work in all-white schools, but an almost comparable number work in schools where ten percent or less of the students are black or Asian or Pacific Islands. Therefore, curriculum materials need to be available which account for the multi-ethnic groups with which a large number of respondents are involved.

II. Curriculum Experiences

- -- More than one fourth of the respondents reported no awareness of the Midwest Curriculum Consortium. About one fourth of the respondents reported moderate to limited awareness of other components of the home economics curriculum development system. Greater effort needs to be given to informing respondents of and assisting them to become contributing members of the system.
- -- Almost half of the respondents reported attending conferences and/or workshops between January 1975 and December 1977. Conferences and/or workshops appear to be a likely place to disseminate materials and/or involve professionals with curriculum.

III. Curriculum Priorities

A. Consumer homemaking

-- Family living, child development and parenting education, home management and consumer education and food and nutrition were identified as the three major curriculum development priorities suggested for consumer home economics.
-- Family relations curriculum materials were developed for processing during UMC's 1978-79 academic year. Additional consideration in the future needs to be given to the development and/or adoption of materials in the other two areas.

B. Occupational home economics

-- Care and guidance of the elderly and supporting family service, food management, production and services, and clothing management production and services were the three major curriculum development priorities suggested for occupational home economics.
-- Adoption and/or development of curriculum materials in these areas needs to be considered for the future. However, the Department of Elementary and Secondary Education has contacted resource personnel to begin efforts to devise curriculum materials in gerontology programs, child care para-professionals for special needs children and health occupations.

C. Curriculum materials and assistance

-- Kits, visual aids and curriculum guides were viewed as the major types of curriculum materials respondents would like to have available. Currently, curriculum units with accompanying visuals are the primary type of material available to vocational home economics teachers. Further study will need to be carried out to determine the types of kits (games and simulations) respondents would like to have available through the instructional materials laboratory.
-- Area workshops during the school year, a centralized curriculum library and summer workshops were the three ways respondents preferred to receive curriculum assistance. The first suggestion is currently being met through the efforts of Department of Elementary and Secondary Education staff and needs to be continued as it is servicing specific needs. The second suggested resource is not available at this time and needs to be given further study. The third suggestion is provided for by those institutions offering home economics education course work during the summer.

D. Curriculum materials usage

-- Curriculum materials receiving high use as rated by respondents included specific instructional units and a few selected curricular guides.

-- Curriculum materials receiving limited use as rated by respondents included units of prepared transparency masters, specialized occupational guides, specialized games and individualized instruction materials.
-- Resources rated by respondents as contributing extensively to the home economics program included specialized student materials in housing and foods and specialized instructional units in foods and vocational education.
-- Resources rated by respondents as making a limited contribution to the home economics program included the Home and Community Service guide and Parliamentary Procedure for Youth Organizations.
-- As indicated by respondents, some materials were purchased for use in the coming year; therefore, ratings must be evaluated in terms of the respondents' accuracy to evaluate materials' use and contribution.
-- In some cases the results were based on a very low number of respondents who had purchased the materials. Therefore, the degree of accuracy in interpreting use and contribution of materials must account for this limitation.

IV. Curriculum Competencies

A. Content-related abilities

-- Respondents felt they were competent in stating student performance objectives and identifying unit concepts.
-- More assistance appears to be needed in helping respondents to use task analysis procedures. A portion of the summer 1978 curriculum workshop will begin to deal with this concept.

B. Learning experience - related abilities

-- Respondents indicated that they were able to create settings that help students exhibit learning outcomes but more than one-fourth of the respondents felt they had limited ability to design experiences for a variety of students (disadvantaged, handicapped).
-- Curriculum materials designed for special needs students seem to be needed by a portion of the respondents.

C. Communicating about curriculum to the public

-- Respondents appear to be almost equally divided between ample and moderate ability to tell the community about the curriculum.
-- Respondents appeared to feel competent when communicating the program to principals and counselors.
-- Fewer of the respondents felt competent in using community members to set curriculum priorities.
-- The need for assisting respondents to use citizen advisory groups when planning programs could be facilitated through the publication or availability of a resource designed to deal with the topic.

D. Obtaining job content for the curriculum

-- Respondents appeared to feel that they possessed moderate to limited ability to use task inventories. About one fourth of the respondents felt they possessed ample ability to prepare performance objectives based on task analyses. About half of the respondents felt they possessed moderate to limited ability to consult with employers/homemakers concerning job content for the curriculum.
-- Additional materials, conferences and workshops need to be devoted to assisting consumer homemaking and occupational home economics teachers to use task inventories and consult with employers/homemakers who could assist them with their program planning efforts.

E. Selection and organization of curriculum materials

-- Respondents felt they possessed ample to extensive ability to adapt and prepare materials for the local setting. Respondents felt they possessed moderate to ample ability to develop and use individualized instruction.
-- Currently available curriculum materials appear to offer no difficulty to the respondents in adapting them for use at the local level.

F. Evaluation of the curriculum

-- Respondents appear to possess moderate to ample ability to determine student characteristics. They appear to possess moderate to limited ability to involve students in evaluating curriculum. And they appear to possess moderate to ample ability to plan for long-range curriculum revision.
-- Assist respondents through curriculum materials, conferences and workshops to involve students in evaluating curriculum.

Conclusions with Regard to Hypotheses Related to the Study

H_1: The location of the respondents in the state appears to be related to the curriculum competencies they possess. Therefore, further study needs to be undertaken to determine more explicit differences between location and competency level. In this way inservice education resources can be used more efficiently.

H_2: Number of years of teaching experience appears to be related to the curriculum competencies respondents possess. Inservice education might be more efficiently delivered to participants at workshops, seminars, conferences, etc. if they are broken down into subgroups by years of experience. Oftentimes knowledgable, experienced participants are asked to deal with information with which they are familiar or feel competent. However, new practicioners may be unfamiliar with the information. So, to prevent loss of interest or boredom at inservice sessions related to curriculum, it would be helpful to provide levels of topics based on the participants' years of experience.

H_3: A relationship appears to exist between the size of the school district and selected curricular priorities, as indicated by the respondents. For this reason, then, curriculum materials need to be examined to assess their appropriateness for rural and urban environments. In addition, the needs at various grade levels appear to be different as related to size of district. Therefore, more indepth analysis needs to be done to determine differentiated needs of home economics educators within small and large school districts.

H_4: There appears to be a relationship between educational background and curriculum experience. Since respondents with B.S. degrees receive additional curriculum-related experience via workshops and course work, these vehicles for upgrading individual competencies appear to be appropriate outlets for transmitting curriculum-related information to respondents.

H_5: There appears to be a relationship between educational responsibilities and curriculum priorities. Respondents working with grades 7-9 indicated the need for curriculum materials in family, child and parenting, home management and consumer education, clothing and textiles. They expressed the need for these materials in the form of kits and visual aids. Also, they preferred to receive assistance through workshops during the school year, preferably late afternoon-evening sessions or through statewide teachers' meetings.

Respondents working with grades 10-12 indicated the need for curriculum materials in family, child and parenting, foods and nutrition and home management and consumer education. They also expressed the need for evaluation devices and bibliographies. In addition, they preferred to receive assistance through workshops during the school year, preferably late afternoon-evening sessions and through summer workshops.

Since the needs of the respondents vary with the grade levels with which they work, more discrimination in levels within materials needs to be built in.

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APPENDIX A

CURRICULUM DEVELOPMENT AND USE QUESTIONNAIRE

Introduction: Below are questions designed to assess the efforts of the Department of Elementary and Secondary Education and the University of Missouri-Columbia to prepare and disseminate curriculum materials to Missouri vocational home economics teachers.

Section I: Personal Data

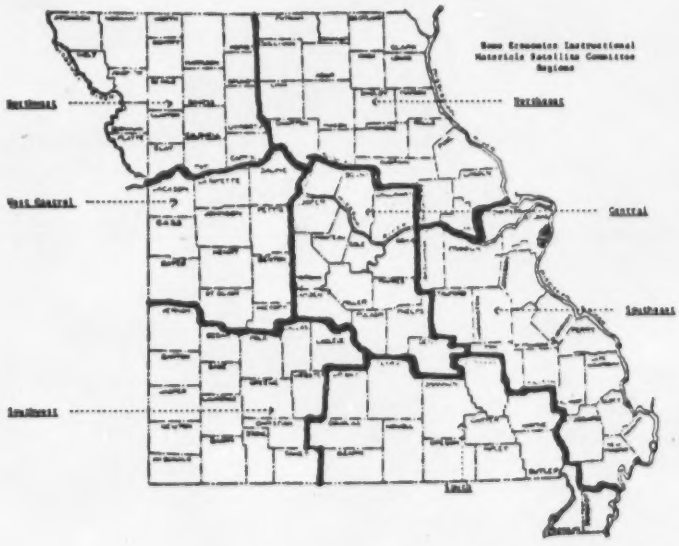
Directions. Please respond to the following items by placing a check (✓) in the space provided.

1. Present position title (check all appropriate responses)

____.01 Home economics instructor
____.02 Home economics department chairperson
____.03 Other (please specify)_____

2. Location of present employment setting (refer to map)

____.01 Northwest
____.02 West Central
____.03 Southwest
____.04 Northeast
____.05 Central
____.06 Southeast
____.07 South



3. Number of years of teaching home economics

____.01 1 to 5 years
____.02 6 to 10 years
____.03 11 to 15 years
____.04 16 to 20 years
____.05 21 to 25 years
____.06 Other (please specify years)_____

4. Size of school district (7-12) in which you are employed

____.01 100 to 300 pupils
____.02 301 to 500 pupils
____.03 501 to 700 pupils
____.04 701 to 900 pupils
____.05 Other (Please specify number of pupils)_____

(over)

5. Ethnic origin

_____.01 American Indian/Alaskan Native
_____.02 Asian or Pacific
_____.03 Black (not Hispanic)
_____.04 Hispanic
_____.05 White (not Hispanic)
_____.06 Other (please specify)_____

6. Educational background

_____.01 B.S. Degree: Institution_____Year_____
_____.02 M.Ed. or M.S. Degree: Institution_____Year_____
_____.03 M.Ed., M.S. and beyond: Institution_____Year_____
_____.04 Other (please list)_____Year_____

7. Educational levels with which you spend time (check all applicable items)

_____.01 Grades 7-9 (consumer homemaking)
_____.02 Grades 10-12 (consumer homemaking)
_____.03 Vocational/technical (occupational home economics)
_____.04 Other (please specify)_____

8. If you checked vocational/technical for item 7, please check the specific area(s) for which you are responsible

_____.01 Food management, production and service
_____.02 Clothing management, production and service
_____.03 Home, institutional management and supporting services
_____.04 Care and guidance of children and elderly and supporting services
_____.05 Home furnishings, equipment, and services
_____.06 Other (please specify)_____

9. Indicate the ethnic origin of students in present home economics program by checking (✓) the approximate percentage of <u>each</u> group in the program.

	0-10%	20-30%	40-50%	60-70%	80-90%	100%
.01 American Indian/Alaskan Native-						
.02 Asian or Pacific----------						
.03 Black (not Hispanic)----------						
.04 Hispanic----------						
.05 White (not Hispanic)----------						
.06 Other (please specify and check) _____						

Section II: Curriculum Experiences

Directions. Please indicate how you have been involved with curriculum related experiences in the past by responding to each of the following items.

10. Curriculum Awareness: Indicate the degree of awareness you have concerning each of the activities carried out by the UMC Instructional Materials Laboratory by placing a check (✓) in the appropriate column using the following scale.

Scale: 1 = extensive awareness
2 = broad awareness
3 = moderate awareness
4 = limited awareness
5 = no awareness

Activity	Degree of Awareness: 1 extensive awareness	2 broad awareness	3 moderate awareness	4 limited awareness	5 no awareness
.01 Midwest Curriculum Consortium----------					
.02 Home economics instructional materials steering committee----------					
.03 Home economics satellite committee----------					
.04 Home economics curriculum development workshops - UMC----------					
.05 Home economics field testing procedures-------					

11. Curriculum Experiences: Check (✓) the curriculum related experiences you have had between January, 1975 and December, 1977. Also indicate the number of experiences you have had in each category.

Curriculum Experiences (✓)	Number of Experiences
____.01 Conference attendance	_____
____.02 Curriculum course work	_____
____.03 Workshops (credit, non-credit)	_____
____.04 Academic leave of absence	_____
____.05 Participant or chairperson, instructional materials satellite or steering committee	_____
____.06 Field tester for UMC Instructional Materials Laboratory curriculum materials	_____
____.07 Other (please specify)	
_____	_____

Section III: Curriculum Competencies

Directions: Below is a series of questions related to curriculum development abilities. Indicate your degree of ability to implement each of the following by placing a check (✓) in the appropriate column.

	extensive ability	ample ability	moderate ability	limited ability	no ability
	1	2	3	4	5
A. Content related abilities					
.01 State student performance objectives					
.02 Identify unit concepts					
.03 Use task analysis					
B. Learning experiences related to abilities					
.01 Create settings that help students exhibit learning outcomes					
.02 Design experiences for a variety of students (disadvantaged, handicapped)					
C. Communicating about curriculum to the public					
.01 Tell the community about the curriculum					
.02 Tell principals and counselors about the curriculum					
.03 Use community members to set curriculum priorities					
D. Obtaining job content for the curriculum					
.01 Prepare task inventories for use when developing consumer homemaking/occupational home economics curriculum					
.02 Prepare performance objectives based upon task analysis					
.03 Consult with employers/homemakers concerning job content for the curriculum					
E. Selection and organization of curriculum materials					
.01 Adapt materials to local setting					
.02 Prepare teaching materials					
.03 Develop individualized instruction					
.04 Use individualized instruction					
F. Evaluation of curriculum					
.01 Survey students to determine their characteristics					
.02 Involve former students in evaluating curriculum					
.03 Plan for long-range curriculum revision					

Curriculum Priorities: To help determine the priorities to be given to the development of home economics curriculum materials:

-- check (✓) your top 3 priorities for each area which follows
-- check no more than 3 items within each area

12. CONSUMER HOMEMAKING

_____.01 Home management and consumer education
_____.02 Family living, child development and parenting education
_____.03 Housing and home furnishings
_____.04 Food and nutrition
_____.05 Clothing and textiles
_____.06 Family health and home nursing
_____.07 Other (please specify and check)_____

13. OCCUPATIONAL HOME ECONOMICS

_____.01 Care and guidance of children and the elderly and supporting family services
_____.02 Clothing management, production and services
_____.03 Food management, production and services
_____.04 Home furnishings, equipment and services
_____.05 Institutional, home management and supporting services
_____.06 Other (please specify and check)_____

14. CURRICULUM MATERIALS

_____.01 Kits (games, simulations)
_____.02 Evaluation devices
_____.03 Curriculum guides
_____.04 Visual aids
_____.05 Bibliographies
_____.06 Other (please specify and check)_____

15. CURRICULUM ASSISTANCE

_____.01 Area workshops during school year
_____.02 Statewide teachers meetings
_____.03 Late afternoon-evening inservice sessions
_____.04 Summer workshops
_____.05 Department of Elementary and Secondary Education hotline
_____.06 UMC Instructional Materials Laboratory hotline
_____.07 Centralized curriculum library with assistance from home economics instructional materials resource personnel
_____.08 Other (please specify and check)_____

(over)

Please Note: If you have not purchased materials from the Instructional Materials Laboratory within the past 3 years, go on to Section III.

16. Curriculum Use: Indicate, in the spaces provided below, the titles of each of the home economics curriculum materials you have obtained from the UMC Instructional Materials Laboratory within the past 3 years. Also use the given scales to rate each title you have listed as to:

-- the degree to which you have used the resource

-- the extent to which the resource has contributed to your home economics program

Title of Materials	high use 1	moderate use 2	limited use 3	low use 4	no use 5	extensive contribution 1	ample contribution 2	moderate contribution 3	limited contribution 4	no contribution 5

APPENDIX B

APPENDIX B

Frequency Data and Percentages for Response Categories

I. Demographic Data

	Frequency	Percent
1. Position title:		
.01 Home economics instructor	250	89.9
.02 Home economics department chairperson	73	26.2
.03 Other	11	3.9
2. Employment location		
.01 Northwest	34	12.2
.02 West Central	36	12.9
.03 Southwest	43	15.4
.04 Northeast	23	8.2
.05 Central	47	16.9
.06 Southeast	68	24.4
.07 South	27	9.7
3. Number of years teaching experience		
.01 1 to 5 years	107	38.4
.02 6 to 10 years	67	24.1
.03 11 to 15 years	44	15.8
.04 16 to 20 years	24	8.6
.05 21 to 25 years	23	8.2
.06 Other	13	4.6
4. Size of district		
.01 100 to 300 pupils	15	18.3
.02 301 to 500 pupils	35	12.5
.03 501 to 700 pupils	29	10.4
.04 701 to 900 pupils	40	14.3
.05 Other	112	40.2
5. Ethnic origin		
.01 American Indian/Alaskan Native	1	.36
.02 Asian or Pacific		
.03 Black (not Hispanic)	9	3.2
.04 Hispanic		
.05 White (not Hispanic)	250	89.9

6. Educational background	Frequency	Percent
.01 B.S. Degree	179	64.3
.02 M.Ed. or M.S.	58	20.8
.03 M.Ed., M.S. and beyone	28	10.0
.04 Other	12	4.3
7. Educational levels with which you spend time		
.01 Grades 7-9 (consumer homemaking)	139	50.0
.02 Grades 10-12 (consumer homemaking)	233	83.8
.03 Vocational/technical (occupational home economics)	24	8.6
.04 Other	34	12.2
8. Vocational/technical area for which responsible		
.01 Food management, production and service	15	5.3
.02 Clothing management, production and service	10	3.5
.03 Home, institutional management & supporting services	2	.71
.04 Care and guidance of children and elderly and supporting services	10	3.5
.05 Home furnishings, equipment and services	5	1.7
.06 other	2	.71

9. Ethnic origin of students	Percent/group					
	0-10	20-30	40-50	60-70	80-90	100
.01 American Indian/Alaskan Native	13.0	.37				.37
.02 Asian or Pacific	44.9					
.03 Black (not Hispanic)	32.4	6.7	2.9	1.4	1.1	4.1
.04 Hispanic	13.8	1.4		1.1	2.2	
.05 White (not Hispanic)	.74	1.8	2.9	3.7	34.7	46.2
.06 Other	.74	.37				

II. Curriculum Experience

10. Curriculum awareness	% of Degree of Awareness				
	Ext.	Broad	Mod.	Lim.	No
.01 Midwest Curriculum Consortium	6.4	5.7	14.0	17.6	42.0
.02 Home economics institutional materials steering committee	13.3	9.7	25.5	23.3	14.7
.03 Home Economics Satellite Committee	17.6	8.6	23.0	20.1	19.0
.04 Home economics curriculum development workshops--UMC	11.1	17.6	27.6	20.8	11.8
.05 Home economics field testing procedures	10.0	6.1	15.4	28.4	27.3

11. Curriculum experiences	Percentage
.01 Conference attendance	43.1
.02 Curriculum course work	27.3
.03 Workshop	44.2
.04 Academic leave of absence	2.5
.05 Participant/chairperson, instructional materials satellite or steering committee	19.7
.06 Fieldtester for UMC IML	7.1
.07 Other	3.2

III. Curriculum Priorities

12. Consumer homemaking	Percentage
.01 Home management and consumer education	52.1
.02 Family lining, child development and parenting education	68.7
.03 Housing and home furnishings	30.9
.04 Food and nutrition	48.5
.05 Clothing and textiles	38.8
.06 Family health and home nursing	32.7
.07 Other	7.9

13. Occupational home economics	
.01 Care and guidance of the elderly and supporting family services	40.2
.02 Clothing management, production and services	28.0
.03 Food management, production and services	35.2
.04 Home furnishings, equipment and services	23.0
.05 Institutional, home management and supporting services	23.0
.06 Other	1.43

14. Curriculum materials	
.01 Kits (games, simulations)	79.1
.02 Evaluation devices	56.8
.03 Curriculum guides	57.1
.04 Visual aids	75.8
.05 Bibliographies	8.2
.06 Other	1.43

15. Curriculum Assistance	
.01 Area workshops during school year	79.1
.02 Statewide teachers meetings	24.8
.03 Late afternoons--evening inservice sessions	42.8
.04 Summer workshops	44.2

Curriculum assistance (continued)	Percentage
.05 Department of Elementary and Secondary Education hotline	7.5
.06 UMC Instructional Materials Laboratory hotline	20.1
.07 Centralized curriculum library with assistance from home economics instructional materials resource personnel	48.2
.08 Other	1.0

IV. Curriculum Materials

16. (Refer to APPENDIX C and D)

V. Curriculum Competencies

	Percent Degree of Ability				
	Ext.	Amp.	Mod.	Lim.	No
A. Content related abilities					
.01 Stated student performance objectives	12.9	47.4	30.5	4.3	2.3
.02 Identify unit concepts	19.6	46.6	26.6	3.5	.78
.03 Use test analysis	5.8	25.4	39.2	19.6	5.4
B. Learning experiences related activities					
.01 Create settings that help students exhibit learning outcomes	14.5	52.5	27.4	4.3	1.1
.02 Design experiences for a variety of students (disadvantaged, handicapped)	6.2	17 6	37.6	30.5	5.4
C. Communicating about curriculum to the publics					
.01 Tell the community about the curriculum	9.0	32.1	36.4	19.2	2.3
.02 Tell principals and counselors about the curriculum	28.6	44.7	21.1	3.9	.78
.03 Use community members to set curriculum priorities	2.7	20.7	38.4	26.2	9.8
D. Obtaining job content for the curriculum					
.01 Prepare task inventories for use when developing consumer homemaking/ occupational home economics curriculum	2.7	18.4	34.9	25.8	11.7
.02 Prepare performance objectives based upon task analysis	3.5	24.7	33.3	20.7	11.3
.03 Consult with employers/homemakers concerning job content for curriculum	4.3	18.4	30.5	29.8	10.9

	Percent Degree of Ability				
	Ext.	Amp.	Mod.	Lim.	No
E. Selection and organization of curriculum materials					
.01 Adapt materials to local setting	27.0	51.7	18.0	1.9	.39
.02 Prepare teaching materials	30.5	45.8	20.3	1.96	1.17
.03 Develop individualized instruction	14.1	30.1	39.2	13.3	1.5
.04 Use individualized instruction	13.3	32.9	39.2	11.3	1.9
F. Evaluation of curriculum					
.01 Survey students to determine their characteristics	17.6	39.2	32.5	7.4	1.1
.02 Involve former students in evaluating curriculum	6.6	20.3	34.5	24.3	11.7
.03 Plan long-range curriculum revision	9.4	33.3	38.4	12.5	3.9

APPENDIX C

APPENDIX C

Materials Purchased by Vocational Home Economics Teachers Along with Their Degree of Use and Program Contribution*

Catalog No.	No. Purchased	Degree of Use	Degree of Contribution
HE01I	4	Moderate	Moderate
HE02I	60	Moderate	Ample
HE02S	4	Moderate	Ample
HE03I	4	Moderate	Ample
HE04M	15	Limited	Moderate
HE06I	40	Moderate	Ample
HE06S	4	Moderate	Moderate
HE07I	59	Moderate	Ample
HE010I	16	Moderate	Ample
HE11I	37	Moderate	Ample
HE12T	1	Limited	Moderate
HE12M	30	Moderate	Ample
HE13I	1	--	--
HE14I	66	Moderate	Ample
HE15I	55	Moderate	Ample
HE17I	41	Moderate	Ample
HE17S	3	Moderate	Ample
HE18I	4	Limited	Limited
HE19I	12	Limited	Moderate
HE20I	5	High	Ample
HE21I	11	Limited	Moderate
HE22I	26	Moderate	Moderate
HE23S	10	Limited	Moderate
HE24I	47	Moderate	Ample
HE24S	4	Moderate	Extensive
HE25I	17	Moderate	Ample

APPENDIX C continued

HE26I	1	--	--
HE27I	5	Limited	Ample
HE27S	1	--	--
HE28I	14	Moderate	Ample
HE29I	29	High	Extensive
HE29S	3	Moderate	Extensive
HE31I	21	High	Extensive
HE32I	18	Moderate	Extensive
HE33I	3	Moderate	Ample
HE34I	6	Limited	Ample
VE16I	9	Moderate	Ample
VE17I	13	High	Extensive
VE17S	3	Moderate	Moderate
VE21I	11	Moderate	Ample
VE21T	4	Moderate	Ample
VE23I	4	Moderate	Moderate
VE23T	1	Limited	Moderate
VE24I	2	Low	Limited

*Refer to Table I, APPENDIX D, for exact title and mean scores for use and contribution.

APPENDIX D

APPENDIX D

Table I: Materials Purchased by Vocational Home Economics Teachers

Catalog #	Title	Number Purchased	Mean Use	Mean Contributio
HE01I	Reprint Basic Home Economics	4	2.25	2.75
HE02I	Home Economics I--Basic Core	60	1.93	2.03
HE02S	Home Economics I--Basic Core--Student Materials	4	2.37	2.37
HE03I	85 Ways to Supplement Home Economics I Curriculum	4	1.25	1.75
HE04M	Man's Self Image	15	2.73	2.6
HE05I	Instructional Materials for Use With Educable Mentally Retarded	11	2.18	2.36
HE06I	Occupational Child Development	40	1.76	1.93
HE06S	Occupational Child Development--Student Materials	4	2.0	3.0
HE07I	Consumer Education	59	1.88	1.84
HE10I	Bulletin Board Ideas	16	2.37	2.43
HE11I	Clothing and Textiles	37	2.47	2.41
HE12T	Textiles Fibers Unit Transparencies	1	3.0	3.0
HE12M	Textile Fibers Packet and Transparency Masters	30	1.83	1.70
HE13I	Fit and Flattery for the Over Fifties	1	--	--
HE14I	Family Health and Home Nursing	66	2.11	1.98
HE15I	Personal Culture	55	2.28	2.45
HE17I	Home Economics II--Basic Core	41	1.97	1.87
HE17S	Home Economics II--Basic Core--Student Materials	3	1.6	2.33
HE18I	Home and Community Services	4	3.25	4.0
HE19I	Child Care Aide	12	2.62	2.75
HE20I	Clothing Assistant	5	1.42	1.57
HE21I	Foods	11	3.25	3.25
HE22I	Family Living Curriculum Guide for Consumer Homemaking Education	26	2.36	2.64
HE23S	Corridors	10	3.0	2.7
HE24I	Housing and Home Furnishings	47	1.63	1.55
HE24S	Housing and Home Furnishings--Student Materials	4	1.6	1.4
HE25I	Free and Inexpensive Teaching Aids for Home Economics	17	2.06	2.46
HE26I	Home Economics Education Notebook	1	--	--
HE27I	Fibers and Fabrics	5	2.66	2.0
HE27S	Fibers and Fabrics--Student Materials	1	--	2.0
HE28I	Fifty Ways to Supplement Housing and Home Furnishings	14	1.84	1.76
HE29I	Chinese Cuisine	29	1.0	.77
HE29S	Chinese Cuisine--Student Materials	3	2.0	1.0
HE31I	The Flavor of France	21	.87	.87
HE32I	Equipping International	18	1.63	1.21
HE33I	Can the World Feed Us	3	2.0	1.6
HE34I	Fish and Seafood--The Present and Future Use In World Foods	6	2.75	1.75
VE16I	Food Service, Production and Service	9	2.3	2.4
VE17I	Job Application and Interview	13	1.46	1.30
VE17S	Job Application and Interview--Student Materials	3	2.0	3.0
VE21I	Foods	11	2.46	2.23
VE21T	What About Metric in Foods	4	2.8	2.4
VE23I	Parliamentary Procedure Study Manual and Tests	4	2.25	2.75
VE23T	Parliamentary Procedure Transparencies	1	3.0	3.0
VE24I	Parliamentary Procedure for Youth Organizations	2	3.5	3.5